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NORTH CAROLINA SCHOOL NOTES

HIGH SCHOOL PRINCIPALS' CONFERENCE

FIVE District conferences of public high school principals have been called by the State Superintendent of Public Instruction and the State Inspector of public high schools, to be held in October. The letter sent out on September 22 to superintendents and principals follows:

Under the new school laws enacted by the General Assembly of 1919, the public high schools of North Carolina are confronted with a number of new problems of organization and administration that bring new responsibilities and opportunities. Now that all public high schools, city and rural, are to receive state funds, these problems are of immediate concern to every public high school in the state. In order that the principals of the high schools may be given an opportunity to confer about these matters, I have thought it well to call them together for a series of conferences to be held as early as convenient after the opening of the fall term. I am, therefore, calling five district conferences as indicated below:

Asheville—October 3-4, Western Division.
Charlotte—October 10-11, West Central Division.
Greensboro—October 17-18, East Central Division.
Goldsboro—October 24-25, Southeastern Division.
Greenville—October 31-November 1, North Eastern Division.

A program of the conference for your Division is herewith enclosed. We have tried to arrange these conferences so as to take the principals away from their schools for only one school day. The hours have been arranged so as to take the best advantages of the train schedules.

I wish to urge that every public high school send its principal, or one of its teachers, to the conference of that district in which the school is located. A principal may, however attend the conference of another district if by so doing he can effect a considerable saving of time and expense.

Superintendents and high school teachers will be welcome at these conferences, and we shall be glad to have any attend who can.

Ample time will be given for round-table conferences at which the principals may bring up for discussion any topics they may choose that are not covered in the general program.

FIRST SESSION, 9:30 O'CLOCK, FRIDAY MORNING:

- I. The Public High School Under the New School Laws.
- II. Round Table Conference:
 1. Rules and Regulations Governing High Schools.
 2. Finances—State, County, and Local.
 3. Relation of the High School to County System of Schools.

SECOND SESSION, 2:30 O'CLOCK, FRIDAY AFTERNOON:

- I. The Broader High School Curriculum.
- II. Round Table Conference:
 1. Vocational Courses Under the Smith-Hughes Act.
 2. Courses Planned According to Group Needs.

THIRD SESSION, 8:00 O'CLOCK, FRIDAY EVENING:

- I. The Certification of Teachers.
- II. Teacher Training in the High Schools.
- III. Round Table Conference.

FOURTH SESSION, 9:30 O'CLOCK, SATURDAY MORNING:

- I. A Constructive Program of High School Development.
- II. Round Table Conference:
 1. High School Standards.
 2. Buildings and Equipment.
 3. Accredited Schools.
 4. Consolidation and Transportation.

THE NORTH CAROLINA TEACHERS' ASSEMBLY

THE next session of the North Carolina Teachers' Assembly, to be held in Raleigh this fall, will be one of the most important sessions the Assembly has ever held. If the teaching profession of North Carolina is to play the part it ought to play in shaping the educational policies of the state for the next quarter-century, now is the opportune time to act. Now is the opportune time for every teacher who has any contribution to make to come forward with it.

The numerous problems now confronting the schools and the teaching profession are demanding wise and intelligent solution—just as the problems in other professions and industries are—and they are going to be solved one way or another, temporarily or permanently, soon. It is none too soon right now for the Legislative Committee of the Assembly to get to work and to formulate its plans for the consideration of the State Educational commission now at work on a survey of the schools of the state, as well as for the legislature of 1920, which will either adopt a revised school code based upon the report of the Commission or refuse to do so.

Then there is the question of reorganizing the Assembly itself so as to make it a more effective agency of educational progress. A new constitution will be up for consideration. What do the teachers want done about it? What is best to do? Are you thinking about it at all?

The programs of the general sessions will be announced in detail in our November issue. At present, suffice it to say, that one of the most attractive programs offered in recent years has been provided. A number of prominent educators of national reputation will be present as our guests, and they will bring

messages of inspiration and power for the teachers of North Carolina.

Fellow teachers, make your plans now to attend the next meeting, and don't let anything keep you away. Send your \$2.00 membership fee at once to Prof. A. T. Allen, Secretary, Raleigh, N. C. On account of the epidemic of influenza the meeting of the Assembly was called off last year. This makes it all the more important that every teacher try to attend the meeting this year.

STATE BOARD OF EXAMINERS REORGANIZE

THE State Board of Examiners and Institute Conductors have recently reorganized their work in accordance with the plan proposed by Superintendent Brooks last spring. This plan was proposed by Superintendent Brooks in the interest of greater economy and better supervision. Each member of the Board will exercise general supervision over a group of counties. In dividing the State into districts in this way an effort was made to place under the supervision of each member of the Board, the Secretary excepted, approximately an equal number of teachers. This accounts for the fact that some members have more counties under their jurisdiction than others.

The groups of counties assigned to the several members of the Board are as follows:

A. T. Allen, Secretary, Raleigh:

Wake, Lee, Harnett, Nash, Edgecombe. (Mr. Allen will also have the direction of the office in Raleigh. He will receive reports from the field and give general direction to this work.)

Miss Susie Fulghum, Goldsboro:

Hoke, Robeson, Columbus, Bladen, Brunswick, New Hanover, Pender, Cumberland, Sampson, Duplin, Wayne, Wilson, Hertford, Scotland, Richmond, Moore, Jones, Onslow.

D. F. Giles, Marion:

Cherokee, Clay, Graham, Swain, Macon, Jackson, Transylvania, Haywood, Madison, Yancey, Mitchell, Avery, Burke, McDowell, Buncombe, Henderson, Polk, Rutherford, Cleveland, Catawba, Lincoln, Gaston.

J. H. Highsmith, Raleigh:

Warren, Vance, Granville, Person, Caswell, Rockingham, Stokes, Forsyth, Guilford, Alamance, Orange, Durham, Chatham, Randolph, Montgomery, Johnston, Franklin.

Mrs. T. E. Johnston, Salisbury:

Alleghany, Union, Stanly, Cabarrus, Mecklenburg,

Iredell, Rowan, Davie, Alexander, Caldwell, Wilkes, Yadkin, Surry, Anson, Ashe, Watauga, Davidson.

Miss Hattie Parrot, Kinston:

Currituck, Camden, Pasquotank, Perquimans, Chowan, Bertie, Martin, Washington, Tyrrell, Dare, Hyde, Beaufort, Pitt, Greene, Lenoir, Craven, Pamlico, Carteret, Gates, Hertford, Northampton, Halifax.

THE HIGH SCHOOL TEXT-BOOK LAW

THE high school text-book law enacted by the General Assembly of 1919, although in force from the date of its ratification, will not operate to change the high school text-books now in use, until the beginning of the school year of 1920-21. The present plan of selecting text-books for use in the high schools will, therefore, remain in effect for the next school year, 1919-20; and the same books now in use will be used until the new adoptions go into effect. No change in text-books should be made unless it is absolutely necessary in the interest of increased efficiency. Old books now in use should not be thrown out simply for the sake of a change. Any changes that become necessary may be made at the time new classes are organized or new subjects introduced. The lists of books from which selections may be made, in case changes are necessary, will be found in *High School Leaflet No. 15*, a copy of which will be sent upon request to any principal or teacher.

Under the new law, it will be observed that the method of adopting text-books to be used in the high schools beginning with the school year 1920-21, is briefly as follows:

(1) A State committee of five members, to be appointed by the State Superintendent of Public Instruction, will select a multiple State list of approved books from which county adoptions are to be made.

(2) A county committee consisting of five members, will select a uniform list for each county. The county superintendent of schools and the superintendent of the largest city school system, or the largest town school in each county, are named in the act as two members of the county committee. These two members jointly select three other members.

(3) The State committee must have its list ready by February 1, and each county committee must have its list ready by June 1, 1920.

Now, it will be well for each county committee to organize as early as possible and begin its preliminary examinations of such books as are now in use in the several schools of the county doing high school work. By doing this, the county committee can greatly fa-

cilitate its work when it comes to make up the county list after the multiple State list has been chosen and published. This suggestion must not be taken to mean that a county committee should undertake to make up its list before the State list is published. But if the whole committee has familiarized itself in advance with the books already in use in the several high schools of the county it will certainly be in a position to make up the county list more speedily and more intelligently when the time comes for it to take official action.

The new law is published in *High School Leaflet No. 17*, a copy of which will be sent free of cost to anyone sufficiently interested to write for a copy.

STATE COMMITTEE ON HIGH SCHOOL TEXT-BOOKS

THE State committee on high school text-books recently appointed by State Superintendent Brooks is composed of the following members:

N. W. Walker, State Inspector of High Schools, Chapel Hill, Chairman; Holland Holton, Superintendent of Public Instruction for Durham County, Durham, Recording Secretary; Harry P. Harding, Superintendent of City Schools, Charlotte; H. B. Smith, Superintendent of City Schools, New Bern; M. B. Dry, Principal of the Cary High School, Cary.

The committee met in the office of the State Superintendent on September 9, organized, and adopted the following rules regarding its method of procedure:

1. It is the sentiment of the committee to avoid any public meetings for formal arguments by representatives of publishers.
2. The individual members of this committee will be glad to meet representatives of the publishers as freely as possible for discussion of books submitted, but only upon definite engagements previously made.
3. All meetings of the committee shall be by call of the chairman.
4. The number of books in each subject to be placed upon the state list will be determined at the final meeting of the committee.
5. Each member of the committee is at liberty to seek information concerning the content, quality, and teachableness of high school text-books from teachers, principals, and superintendents, who are urged to give the committee as much help as possible in order that the best list of books may be adopted.
6. In the final list, the books in each subject will be arranged without expression of preference by the committee, alphabetically by authors.

NORTH CAROLINA ASSOCIATION OF GEOGRAPHY TEACHERS

THIS association, organized two years ago, held its second session at Chapel Hill, August 6, 1919.

Dr. Collier Cobb, the retiring president, addressed the association on "What Geography Demands of the Teacher in the Matter of Education and Professional Equipment."*

Superintendent John J. Blair, of Wilmington, presented a simple method of drawing the map of North Carolina from memory.

Superintendent I. C. Griffin, of Shelby, spoke on "The Stimulus Given by the World War to Geography Study."

The following officers were elected for the coming year:

Supt. I. C. Griffin, Shelby, President.

Supt. John Jay Blair, Wilmington, 1st Vice-President.

Miss Audrey Barber, Reidsville, 2nd Vice-President.

Dr. Collier Cobb, Chapel Hill, Permanent Secretary.

Miss Mary Pritchard, Raleigh, Secretary-Treasurer.

The President, the Permanent Secretary, Prof. M. C. Noble, of Chapel Hill, E. D. Johnson, Lincolnton, Miss Helen Kirkpatrick, Winston-Salem, Miss Mary Pritchard, Raleigh, and L. C. Brogden, State Department of Education, Raleigh, constitute the Executive Committee. The State Council of Geography Teachers consists of Collier Cobb, John Jay Blair, L. C. Brogden, E. W. Gudger, Miss Adah Joyce, S. L. Sheep, Miss Kate C. Shipp.

MISS COITH BECOMES SUPERVISOR OF HOME ECONOMICS

MISS EDNA F. COITH, who has been chosen State Supervisor of Home Economics, began her work September 8th. She will have direct supervision of the teaching of Home Economics in the secondary schools of North Carolina. Her particular duties will be to visit schools and communities asking aid from vocational funds and inspect their equipment, to pass on the qualifications of the teachers, help the superintendents secure qualified teachers, assist the teachers in organizing their courses, in arranging their laboratories, and aiding them in any way she can to make the teaching of Home Economics more valuable. Miss Coith will be glad to serve not only the schools receiving vocation funds but all the schools desiring her assistance as far as her strength and time will permit.

* Dr. Cobb's paper will appear in our November issue.—Ed.

The State Board feels that it has been particularly fortunate in securing Miss Coith for this important duty. She is well qualified by training and experience to do a great constructive piece of work; reared in Illinois, she received her first college training in one of the Illinois State Normals. After finishing at the Normal, Miss Coith kept house for her mother for three years on a farm in Kansas. She then took her B.S. degree in Home Economics from Kansas State College, taking the full course. Elected as Assistant in Home Economics at the Illinois State Normal, from which she graduated, she had charge of practice teaching and lunch room work there for three years. For the past two years she had been head of the Home Economics Department in Winthrop College, Rock Hill, S. C., which position she held when elected to the present position. Since the Smith-Hughes work has been organized in South Carolina, she has had supervision of the Vocational Home Economics, having been loaned to the State by Winthrop College. She has spent the summer studying at Teachers' College, Columbia University, New York City.—T. E. BROWNE.

A STATEMENT FROM MISS COITH

THE State Board for Vocational Education has added a State Supervisor of Vocational Home Economics to its executive staff. By so doing, they hope to make the introduction of instruction in home making, or its enlargement if already introduced, more general and more effective. As it is my privilege to serve the people of the State in the capacity of Supervisor, I hope to be able to aid any superintendent or principal, whether he expects aid from the vocational funds or not, in putting his home economics department on a sound basis. Just at present, superintendents are studying over equipment and a course of study. I have ready for distribution, some suggestions on equipping a home economics department and also an outline of the course of study in home economics for the first year.* These I shall be glad to send out to any superintendents or home economics teachers, requesting them. My address is Department of Vocational Education, West Raleigh, N. C.

As home making comes so near to all of us, I am sure that many in the state can, as they watch our work unfold, give us valuable suggestions for the improvement of our instruction. Although these suggestions may seem trivial to you, may we not urge you to give us the benefit of your larger experience? Mothers, fathers, superintendents, teachers, tell us,

please, wherein we succeed, wherein we fail, as only by working together, every one of us, can we make our homes in North Carolina approach that ideal which each of us cherishes. I am at the service of the State for a good home for every family within its borders. Let us get acquainted.—EDNA F. COITH.

A FIRST YEAR COURSE IN VOCATIONAL HOME ECONOMICS

(EIGHTH GRADE)

FOODS—16 WEEKS—80 LESSONS—90 MIN. DAILY

PLAN OF YEAR'S FOOD WORK

A study of feeding the family should form the basis, and to as great an extent as possible, the cooking should center about the daily meal.

1. Elementary food study and cooking (Text: Greer, Part I, or other standard text).

Food groups, their source, functions and cookery.

Canning and drying (beginning in 4th lesson).

Combinations—batters and doughs.

NOTE: The value of milk, fresh vegetables and fruits in the diet and how to serve milk and vegetables attractively should be stressed.

2. Elementary meal planning and serving.

Daily serving to individual pupil or group.

Serving of simple meal twice a month to family-sized group, five or six.

Serving to guests (more formal), twice during half year.

NOTE: Explanation should be made as to why it is not good to serve rice, potatoes, Irish potatoes and macaroni all at one meal.

A very elementary explanation of the cause of pellagra should be given. See McCollum—The Newer Knowledge of Nutrition.

3. Elementary Housewifery—the care of the dining room and kitchen.

4. Elementary housefurnishing—the dining room and kitchen.

5. Elementary laundry work—laundering the aprons, towels, wash-cloths, and table linen used in conducting class exercises.

6. Elementary marketing—marketing discussion should come with the use of each new material in daily lessons; class should accompany teacher while she markets for at least one meal for guests.

7. Elementary sanitation—

The wood range—how to use and keep.

The gas range—how to use and keep.

The sink—how to use and keep.

The grease trap—construction and cleaning.

The refrigerator—how to use and keep.

NOTE: With the exception of a weekly cleaning, the girls shall keep the kitchen in order. Each shall clean the dining room once.

(The sequence of the various phases cannot be given, as marketing, cooking, serving, cleaning, etc. All come in practically every lesson.)

*This outline is published in another column.

CLOTHING—16 WEEKS—80 LESSONS—90 MIN. DAILY

1. Fundamental characteristics of cotton and an elementary study of values as a preparation for the selection of materials suitable for the beginning lessons.
2. Elementary hand sewing—something of use for the home (or the school for those not supplied), dresser scarf, napkins, curtains (if small).
NOTE: For this hand work only such articles should be chosen as really require hand work. A hand-made laundry bag is perfectly impracticable. The work should be begun in school, but as hand work is easily picked up and is not taxing, it may be done in part at home.
3. Elementary cutting (without a pattern), fitting and machine sewing.
A kimona night gown.
A teddie (if girl has a pattern she prefers, she may use it). Work to develop modesty in your pupils.
An underskirt.
4. Vocational problem—5 to 10 lessons should be allowed for each girl to make underwear necessary for herself or some member of the family. Speed and accuracy are the aims. No two girls need be making the same things.
(Get from as many mothers as possible an expression as to the value of this.)
(Please keep an accurate record of accomplishments.)
5. How to buy hygienic and attractive plain clothes.
Dresses brought in for discussion.
A trip to business houses.
6. Making simple dress from commercial pattern.
How to set colors. Selection of style. Material.
7. Renovating any last year's dress for herself or for others in the family—may simply be dyeing faded voile, may be simple alterations.
8. Renovating a last year's hat for school.
9. Selection of becoming hat for herself—trip to local milliner.
NOTE: Care must be exercised not to foster extravagant ambitions.
10. Laundering of any clothes soiled in the making. Discussion of laundering all clothes made and if these are immediately worn, they should be brought in for laundering. Care of winter clothes in summer.
11. Discussion of cotton, linen, silk and woolen.
Fundamental characteristics in spun form.
Fundamental characteristics in woven form.
Examination thru microscope, if possible.
12. Accounts—Each girl should keep a personal account throughout the half year. The teacher should keep these for next year's use.

SUGGESTED REFERENCE BOOKS FOR THE HOME ECONOMICS LIBRARY

FOODS—

Boston Cooking School Cook Book—Fannie M. Farmer.
Food Industries—Vulte and Vanderhilt.
Feeding the Family—Rose.

CLOTHING—

Clothing for Women—Balldt (Lippincott).
Textiles and Clothing—McGowan and Waite, (Macmillan).
Home Laundering—Vail (Proctor and Gamble Co).

HOME MANAGEMENT—

Housewifery—Balderston (Lippincott).
The Business of the Household—Taber (Lippincott).

RELATED SUBJECTS—

General Science—Clark.
Physics of the Household—Lynde (Macmillan).
Household Chemistry—(Macmillan).
Applied Biology—Bigelow.
Bacteria, Yeasts and Molds—Conn.
Design and House Furnishing—Izor.

FIRST YEAR VOCATIONAL RELATED SUBJECTS

1. General Science—45 minutes daily—32 weeks.
Text: Caldwell & Eikenberry's *General Science*.
Supplemented by problems from Clark's *General Science*.
2. Applied Art—90 minutes a week—32 weeks.
 - a. First 16 weeks.
Elements of line and color in house furnishing.
Stencil work on home hangings and scarfs.
Tied and dyed work.
Planning home furnishings (girl's bed room, dining room, kitchen).
 - b. Second 16 weeks.
Elements of line and color in dress.
Line as suited to individual.
Color as suited to individual.
This work may be taught by the Home Economics teacher and should be very closely correlated with the Home Economics.
3. Elective and required courses.
Home Economics may be elected, but if it is, the related science and art are required.

A ONE YEAR COURSE FOR TEACHER TRAINING IN PUBLIC HIGH SCHOOLS

THE State Board of Examiners and Institute Conductors recently adopted the following course of study for teacher training in the high school of North Carolina:

	Weeks	Periods	Total
I. Reading in Primary Grades	16	5	80
1. Phonics.			
2. How to teach the Primer, First, Second, Third Readers.			
3. Story-telling.			
4. State Course of Study.			
5. Klapper's Teaching Children to Read.			
(This book is to be used in connection with the practical work, serving mainly to indicate standards in reading.)			

	Weeks	Periods	Total
II. Language—including Writing and Drawing	8	5	40
1. Practical English, Book I.			
2. Leiper's Language Work in the Elementary Grades.			
3. State Course of Study.			
III. Primary Arithmetic or Number Work	8	5	40
1. Milne's Arithmetic, Book I.			
2. State Course of Study.			
3. How to Teach Number Work to Beginners.			
NOTE: This work in Reading, Language and Number Work is to be given one hour each week, the three subjects making 32 weeks or a year's work.			
IV. Review of Grammar Grade Subjects..	6	5	30
A. Geography.			
1. Review Dodge's Comparative.			
2. Supplementary Work. Geographical Readers' Magazines.			
B. Arithmetic	6	5	30
1. Review Milne's Arithmetic, Book 3.			
2. Supplementary Work. Practical Problems Related to Community.			
C. English	8	5	40
1. Review Robins & Row's "Essential Studies in English."			
2. Supplementary Work. Read Grammar Grade Literature.			
V. General Methods	6	5	30
1. Teaching the Common Branches. Charters, 3 periods.			
2. Supplementary Work. Observation in classroom, 2 periods.			
VI. School Organization and Class Management	6	5	30
1. Classroom Management (Bagley). 10 periods.			
2. School Law (12 lessons).			
3. Rural School Management (8 per.)			
4. Supplementary Work. Observations in some rural schools.			
Totals, 32 weeks; 160 periods			

(It is suggested that the class attend the Summer School of the county in order to complete the course as outlined below.)

VII. County Summer School.

A. Review of other subjects.			
1. Writing	6	5	30
2. Drawing	6	5	30
3. Sanitation and Hygiene ...	6	5	30
B. General Methods.			
1. Reading Circle Book	6	5	30

ASHEVILLE DEDICATES NEW HIGH SCHOOL BUILDING

ON September 25 and 26 the city of Asheville dedicated its new \$300,000 high school building, a description of which will appear in our next issue.

NO MORE EMERGENCY CERTIFICATES

NO MORE emergency certificates are to be issued by the State Board of Examiners and Institute Conductors, according to a statement recently issued by the State Department of Education.

RANDOLPH AUTHORITIES PURCHASE OLD TRINITY COLLEGE SITE

THE board of education of Randolph County recently purchased the Old Trinity College property for the public high school located in upper Randolph. The purchase price was \$5,000. Several small public school districts will be consolidated with the Trinity district if the plans of the county board are realized.

STATE BOARD OF VOCATIONAL EDUCATION

THE State Board of Vocational Education recently adopted rules and regulations for the administration of Federal and State funds for vocational schools and selected the institutions in which teachers for these schools are to be trained.

The Federal and State funds appropriated for the work for the fiscal year 1918-1919 amount to \$134,000, which increases each year. The plans adopted yesterday look to the teaching of trades in schools of less than college grade, the community putting up the equipment, the department coöperating in the payment of the teachers' salary.

State Director T. E. Browne is gratified at the start in North Carolina and looks for some fine results before the end of the fiscal year.—*The News and Observer*.

**PRESBYTERIANS RAISING \$1,000,000 FOR
SCHOOLS IN NORTH CAROLINA**

ALL indications, according to press reports, point to success of the Presbyterians in this campaign for \$1,000,000 for the schools of the North Carolina Synod.

**MISCELLANEOUS NOTES AND
COMMENTS****AN EDUCATIONAL HOPE**

EDUCATION today is like the American race, a substance of things hoped for. When amalgamation and natural selection have done their perfect work there may live on this continent an American race or at least an American people composed of Americans enough alike to reveal characteristic ethnic marks. When the educational experiments now in process have been tried out and the infertile ones have been eliminated, and the fertile ones have blended, there will like enough appear in America a distinctive education.

The old breed of educated men is nearly extinct. The schools and the colleges that educated it are memories. The breed was never numerous and the education was rarely broad, but it had quality. Information was an element in it, but the thing itself, like the manners of a gentleman, was a bearing, an attitude, a reaction to life: it was a disciplined sense of life. That sense already was impaired when the attack upon the old curriculum began. To know what it once was one must be acquainted with elderly men in whom it survives, or must feel the beauty of it as it lives in the biographical page.

Discipline of the sense of life was obtained in part thru criticism of the values of life, and in part thru habits of study. Latin and Greek were sufficiently read to awaken reactions to Greek and Roman ideas. The tremendous things of Greek tragedy, the objectives of Greek and Roman politics, the sweep of Roman imperial ambition, made their impress, not always deep but always real, upon the minds of the college youth. Their grammatical knowledge may not have been accurate, their translations may have been awkward, their Greek and Latin composition may have been absurd, but they did not go forth from college in the untroubled conviction that nothing worth while had been done or thought or written before the invention of the prairie schooner. They were aware of noteworthy achievements of bygone

men with which to compare and by which to measure the product of their own endeavors. And their acquisitions, such as they were, and their intellectual reactions to the things that go with education: to books, to studious men, to the life that is shot thru with ideas, they had obtained by serious work. They went forth from college with the reading and the thinking habit.

In another way, too, the method and the substance of old time education developed the quality so characteristic of educated men of the old breed. The curriculum was narrow and it was rigid. And because it was both narrow and rigid it selected college students. It did not attract everybody. The youth that submitted themselves to it and profited by it were a kind. There were, if you please, an intellectual aristocracy. And because they were, they believed in standards and maintained them.

Yet that old education and the old breed were hopelessly inadequate to the compelling needs of a heterogeneous population sweeping across an undeveloped continent and trying an unexampled political experiment. How inadequate also they were to the spiritual needs of gifted men born into the turbulent newer life is poignantly shown in that remarkable confession, "The Education of Henry Adams." Scientific discovery had revolutionized both our notions of the universe and our methods of practical endeavor. Democracy was a fact confronting us, and no longer political theory. It had become necessary to fit the American to turn not only hopefully but also effectively to "the instant need of things."

In the nature of things so sweeping a revolution in education could be neither well planned nor systematically carried out. Like our national life in other phases, our educational life is turbulent, inconsistent, wasteful and often disappointing. Its outstanding characteristics are miscellaneousness and democracy. The older colleges have become universities, and new universities created out of hand jostle them. In each and all the tendency, if not the avowed aim, is to realize Ezra Cornell's dream of a place where anybody can be taught or at least can study anything. President Lowell announces that Harvard will provide instruction in any subject that is demanded by thirty persons. Within such catholicity there may even be hope for Latin and Greek!

It is not allowable to hope further that here and there, either within the shelter of an all-embracing and all-giving university, or in minor colleges in dreamy country towns, an intellectual offspring of the old breed of educated men may survive and per-